DOCUMENT RESUME

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IDENTIFIERS	Cedar Park Oregon Intermediate School; Oregon (Beaverton)

ABSTRACT

The final report of the program M.U.S.I.C. (Music--Utilizing Students Investigating Careers) and the music career guide which resulted are presented. The program supplied information regarding careers in and related to music to groups ranging in size from 25 to 100 students, grades 7-9, involved in band and orchestra programs at Cedar Park Intermediate School, Beaverton, Oregon. The final report briefly (three pages) outlines the project's background, outcome, evaluation procedures, conclusions, and recommendations. It was felt that the program was successful, although it only scratched the surface of an untouched, but vital, area of education. The Music Career Guide was developed by the program director to aid others in teaching about musical careers, and takes up the bulk of the document. Sections include: Ways to Explore, examining a variety of learning activities; Why Categories, examining occupations related to performance, music and the media, and nonperformance; bibliography, listing various books, pamphlets, and brochures; listing of four video tape presentations developed by the program; and listing of music and music-related occupations from the Dictionary of Occupational Titles. (LH)

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M.U.S.I.C. (Music - - Utilizing Students Investigation Careers)

June 30, 1974

Conducted by:

Beaverton School District No. 48
P.O. Box 200
Beaverton, Oregon

Peggy Swaford - - Project Director

A Project Funded by
Oregon State Department of Education
Career Education Division

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-3566

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ABSTRACT

TITLE: M.U.S.I.C. (Music - Utilizing Students Investigating Careers)

INSTITUTION: BEAVERTON SCHOOL DISTRICT #48

PROJECT DIRECTOR: Peggy Swafford - String Music Chairman, Elementary
P. O. Box 200
Beaverton, Oregon 97005

PROJECT DURATION: September 1, 1972 with an extension to June 30, 1974

COSTS:

FEDERAL	LOCAL
$5,027.53	$969.85

NUMBER OF STUDENTS AFFECTED: 25 to 100

NUMBER OF STAFF INVOLVED: 1

PROJECT DESCRIPTION:

School District #48 is a consolidated district of approximately 22,000 students in grades 1-12. One Intermediate School in the district was involved in this project. The recipients of the Careers in Music project were from a variety of socioeconomic and academic ability backgrounds.

Purpose

The purpose of the Music Careers program was to make available information pertaining to Careers in and related to Music for the students involved in Band and Orchestra at Cedar Park Intermediate School, grades 7, 8 and 9. These Careers were explored as vocation and avocation in nature.

Procedures and Outcomes

The basic procedure was in compiling a list of Music Careers in and related to Music. The secondary procedure was in defining this list as much as possible to be used by Music Educators in pursuing this as part of Career Education. The Third

procedure was providing students with the opportunities to hear and talk with people involved in some of the Careers.

The final outcome is a guide which is attached.

FINAL REPORT

M.U.S.I.C. (Music - Utilizing Students Investigating Careers)

Grant #34-048-024

Peggy Swafford: Project Director

BEAVERTON SCHOOL DISTRICT #48

BEAVERTON, OREGON

June 30, 1974

STATE DEPARTMENT OF EDUCATION

EXEMPLARY

FINAL REPORT - M.U.S.I.C.

A. BACKGROUND AND INSTRUCTION

1. The philosophy of this project is to broaden the scope of Music Education to include an exploratory study into the many facets of job opportunities that are available in and related to Music.

2. The list of Music Careers is divided into three categories:

   (a) Performance - The direct and/or indirect relationship to Music Careers involved in a live presentation of some designation.

   (b) Music and the Media - The direct or indirect relationship of Music Careers to Radio, Television, Films and the Recording Industry.

   (c) Non-Performance - The indirect relationship to Music Careers as a supportive service to music.

3. The objectives are: Having studied each Category, a student should be able to (a) name three Careers in each Category; (b) identify some post secondary school training needed; (c) describe the process of the job; (d) know the approximate salary earned; (e) be aware of the availability of each job.

4. The goal of such a project is to combine all the information into a Guide for use by Music Educators.

5. Educational Setting

   (a) 25 to 100 students involved and affected

   (b) 1 teacher and 10 guest lecturers involved

B. MAJOR ACCOMPLISHMENTS OR OUTCOMES

Materials and content developed with the help of my Advisory Committee, Ms. Barbara Myrick and my personal contacts and interviews are formed in a guide. (See attached Guide)

C. EVALUATION

Since field testing was very minimal and the major emphasis was placed on materials and content for a Guide to be used for teachers, the evaluation consists of the opportunity to open the door on Music Careers to the students to offer them contact with the Music World. Due to the fact that I had an added job in the School District plus the fact that the original student group for which the presentations were given no longer existed, it was difficult to corelate all the data. The original intent of the proposal, I felt, was lost and I was truly not instructed as to the use of evaluation. I have, however, sent copies of the Guide to my Advisory Committee for their responses and plan to utilize any suggestions and/or revisions they may have. I further am sending copies of the Guide to the President and First Vice President of the Oregon Music Educators Association for their comments and suggestions - all of which will be a printed part of the Guide.

D. SUMMARY

I feel that I have only scratched the surface of a vital area of Education that has gone untouched. I have had the opportunity to compile materials and

place them in a hopefully helpful way to be used by teachers.

E and F CONCLUSIONS AND RECOMMENDATIONS

The project has been successful. The Music community is aware of the needs and has been very cooperative. The Students are very responsive and eager to find out about the real World of Music. The information on Music Careers is endless and could be applied at all levels of Education.

It is my recommendation that this Project and ultimate Guide be considered as a beginning and certainly not an end unto itself. It is a compilation of materials that should provide a teacher with some impetus to explore Music vocations and avocations with some vigor. If future grants are to be made in this field, it would be my further recommendation that time be allowed for research, consultation and follow through.

Music Careers are vital in the Career Education field and Music Educators, Administrators and other officials need to recognize this factor. Every child in Public Education is a Music Consumer of some degree and materials can be made available to assist them in their understanding and choice.

MUSIC CAREER GUIDE

M.U.S.I.C. (Music - Utilizing Students Investigating Careers)

- OR -

"The Real World of Music and Musicians and You!"

Submitted and Written by:

Peggy Swafford

June 30, 1974

M.U.S.I.C.

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ACKNOWLEDGEMENTS

First, my thanks to Dr. Del Aebischer, State Department of Education Music Consultant, for the initial contact and continued support and encouragement.

Secondly, my thanks go to my Advisory Committee for all the verbal, written and moral support to help me get into this project. They are:

Mr. Norman Leyden - Conductor-Composer-Arranger

Mr. Calvin J. (Speed) Anderson - Vice President Musicians' Mutual Association Local #99

Dr. Del Aebischer - Consultant OBE

Mr. John Wendeborn - Music Reviewer-Columnist

Mr. Vic Ives - KEX Radio

Mr. Ted Hallock - Legislator-Advertising Business-Musician

Dr. Steve Stone - President, Oregon Music Educators Association

The school in which I was involved, Cedar Park Intermediate School, was very supportive in my efforts to field test some of the aspects of this project. My particular thanks go to Mr. James Brewer, principal at the time, now an administrator in the Beaverton Schools; and to Mr. Alan Anderson, band teacher and Mr. Bob Blanchard, Curriculum Vice Principal, both of whom were very cooperative.

I have had several interviews with professional people and I wish to publicly thank them at this time.

Ms. Barbara Myrick, Lane Community College, who has done a mammoth job survey will submit her report separately but to be added as is with an explanation. I wish to thank her also for her tremendous contribution.

(1)

My thanks also to the guest lecturers for sharing their specialties with the students. There were:

Mr. Vic Ives and Mr. Jim Hollister - KEX Radio

Mr. Bob O'Donnell - KOIN-TV personality

Mr. Leonard Slatkin - Conductor

Mr. Calvin J. Anderson - Musicians Union

Mr. Lawrence Smith - Conductor of the Oregon Symphony

Mr. Ron Williams - Violinist-Teacher - Parkrose

Mrs. Carol Qualls - Violinist-Teacher - Gresham

Mrs. Bridgit O'Donnell - Cellist-Teacher

My final thanks goes to the State Department of Education for the grant that made it possible for me to pursue Music Careers.

INTRODUCTION

This Guide is meant to be a beginning of the pursuit of Music Careers. The untapped sources are still in existence. I have only scratched the surface.

The idea came about while I was performing my avocation as a professional musician and my vocation as a Public School string teacher. There is a whole world outside the 2 x 4 philosophy (the covers of a book being opened inside 4 walls) that needs to be explored by students as well as teachers.

The Guide should be considered just that -- a possible way for teachers to help their students explore Music Careers from the range of earning a living to living a life. All children will become consumers of music - whether it be a livelihood or a leisure-time pursuit.

Before I go into the content, one word of encouragement. Any community no matter how large or small is very eager and willing to give of their expertise in the assistance of Education. Get to know your Music Community and ask them for their help. They'll love it!

WAYS TO EXPLORE

I. GUESTS

Any person, whether he/she is a conductor, Radio personality, Musicians Union Representative, TV personality, etc loves to sell his/her talents. With a little (very little) structure in having them present themselves, the outcome can be very successful.

II. MUSIC

Through any given piece of music, you can explore right along with your students, what happens from the inception of a musical idea to the performance of the composition. Example:

Musical idea and composition - Composer

Printed Music - Copying - Copyist

Publishing - Publisher

Distributing - Music Store

Selecting - Teacher

Learning - Student

Performance - Concert Hall

Concert Hall Manager

Agent

Ushers

Recordings

Etc.

There are unlimited possibilities utilizing this idea.

III. FIELD TRIPS

A field trip is a marvelous on-sight experience into various aspects of Music Careers. Some suggestions are: Instrument Factories, Concert Halls, Private Teachers' Studios, Music Stores, Radio and TV Stations, Concerts, Universities, Recording Studios, etc.

IV. ROLE PLAYING

This activity can be done quite well along with II. and actually involve students in various areas of responsibility.

V. FILMS

There are not many films yet on this vital area but there are a few people interested in doing such a project. Through contact with me I can lend you the video-tape presentations I had made at the time of my presentations. They are, however, rather specific to the situation at Cedar Park Intermediate School, but may be of some use. The texts of the tapes would be available upon request from me. The texts are very good and pertinent.

VI. OTHER

Job-A-Day observation is a useful idea. Have your students follow a "Music Career" around for a day and write up their observation.

Compose - Have students try a little original composition.

Arrange - Same as composing only have them arrange a piece already written.

Making Instruments - Have students make string instruments. Kits are available through Sheryl-Roth Corporation.

Interviews - Have students formally interview a well known personality.

Radio - Have students prepare their own radio show and utilize the public address system in a school.

VII. QUESTIONS

The following are possible questions that can be used with guest lecturers as structure for their presentations, or students asking questions of lecturers or interviewers or in any way you think they may be used.

What is the function of the job?

What do you work with?

How do you do your job?

How much education is needed in getting and holding your job?

Is there an opportunity for employment in your field?

How much do you earn?

Do you enjoy your job?

WHY CATEGORIES

Through intensive research, conversation and interviews, it became necessay to place the various Careers available into three separate Categories. Many of them are directly related to Music but many more have an indirect relationship. Therefore, the Categories are titled and subtitled for your individual use.

Category "A" - Performance -or- "What you could play or do for money and fame."

Definition: The direct and/or indirect relationship to Music Careers involved in a live presentation of some designation.

Category "B" - Music and The Media -or- "Where you could work and play."

Definition: The direct or indirect relationship of Music Careers to Radio, Television, Films and the Recording Industry.

Category "C" - Non-Performance -or- "What else you could do besides play."

Definition: The indirect relationship to Music Careers as a supportive service to Music.

The philosophy of Careers in Music is to broaden the scope of Music Education to include an exploratory study into the many facets of job opportunities that are available in and related to Music.

CATEGORY "A" - Performance

1. Conductor

(a) Conductor, Choral -- Conducts professional and/or semi-professional vocal groups, such as choral and madrigal groups. Auditions and selects members of group.

(b) Orchestra Leader, Dance Bands -- Conducts instrumental groups, such as dance bands. May transcribe musical compositions and melodic lines to adapt them to or create particular style for group. May schedule tours and performances and arrange for transportation and lodging.

(c) Conductor, Instrumental -- Conducts professional and/or semi-professional symphony orchestras, concert bands, operatic groups, or other instrumental ensembles.

2. Composer -- Creates and writes musical compositions. Inverts melodic, harmonic, and rhythmic structures to express ideas musically within circumscribed musical form.

3. Song Writer - (See Composer)

4. Arranger -Rewrites musical compositions or melodic lines to adapt them to or to create particular style for orchestra, band, choral group, or individual.

5. Vocalist

(a) Concert Singer - Sings art music, such as lieder, oratorios, or cantatas in recitals, concerts, and related musical programs; may sing in operatic productions.

(b) Popular Singer - Entertains by singing songs in popular idiom on stage or in nightclubs, in motion pictures, or on radio and television using own phrasing and special musical arrangements to achieve individual style of vocal delivery.

6. Instrumentalist

(a) Instrumental Musician -- Plays one or more musical instruments as member of instrumental group such as symphony, concert band, chamber ensemble, or studio orchestra. May play in recital or concert as a soloist, possibly with accompaniment.

(b) Musical Entertainer -- Performs musical specialty act, individually or in a group, by playing musical instruments or exhibiting other musical skills of a popular nature to entertain live audiences or through the media.

7. Traveling Musician (See #6)

8. Concert Master

9. Section Leader

10. Teacher

(a) Music Teacher, Public and Private Schools -- Teaches general, instrumental and/or vocal music in the schools. May teach various combinations of elementary, junior high, or senior high levels.

(b) Music Teacher, Studio -- Teaches individual vocal and/or

instrumental students on a one-to-one basis, or on a small ensemble basis. May teach at home, at school, or in music store, and may teach any level.

(c) Music Teacher, College -- Teaches music courses at college level, may conduct various performance groups.

11. Church Musician

(a) Organist -- Instrumental musician who plays for various church activities.

(b) Choir Director -- Conducts various choral groups related to a particular church.

(c) Soloist -- Sings or plays instrument as special soloist for various church activities.

12. Orchestrator - Writes score for orchestra, band, choral group, or individual, changing music from one medium to another.

13. Choreographer - One who creates dance sequence from a musical composition.

14. Dancer - One who dances the sequence the choreographer has created.

CATEGORY "B" - Music and the Media

1. Radio and/or TV Music Director - Supervises personnel in studio music department and conducts studio orchestra; selects vocal, instrumental, and recorded music suitable to type of program or motion picture and to entertainers who are to render selections. Auditions vocal talent for musical shows; auditions and hires orchestra personnel. Conducts orchestra in

recording or broadcast of music.

2. Recording Studio Manager
3. Recording Studio Engineer - Operates disk, wire, or tape recording machine to record music, dialog, or sound effects of phonograph recording sessions, radio broadcasts, television shows, training courses, or conferences or to transfer transcribed material to other sound-recording media.
4. Record Presser
5. Announcer, Disk Jockey - Announces program of musical recordings commenting on the music and other matters of interest to the audience.
6. Film Composer - One who creates the background, mood and emotion of a motion picture through Music.
7. TV Show Composer - (See #6)
8. Recording Artist
9. Cassette and 8-Track Tape Reproductions Engineer (See #3)
10. Commercial "Jingle Bank" Manager - One who administers to a "Bank" that houses some original compositions, recorded, for use as commercials in Radio and TV.
11. Sound Systems Engineer
12. Canned Music Engineer
13. Sound Technician or crew for "live" band
14. Road crew for set up for "live" band

15. Record Reviewer - One who writes about recordings and recorders.

16. Record Producer

    (a) Sound Mixer -- Operates console to regulate volume level and quality of sound during filming of motion picture, phonograph recording session, or television and radio broadcasts.

17. Music Librarian, Motion Picture, Radio and TV - Classifies and files musical recordings, sheet music, original arrangements, and scores for individual instruments. Selects music for subject matter of program or for specific visual or spoken action. Suggests musical selections to Music Director (See #1). May also be involved with preparing programs for foreign broadcast.

18. Musical Program Director - Selects and arranges program of music to meet time and content requirements for specified broadcast. Consults with program director to determine type of music desired and integrates it within time and program requirement ratings and ascertains public preference for music.

CATEGORY "C" - Non-Performance

1. Publisher - Engaged in some aspect of publishing music, music books, music magazines.

2. Copyist/Autographer - Copies musical parts onto staff paper or onto stencils, colitho plates, from score written by arranger, or orchestrator, for each instrument or voice within musical group, utilizing knowledge of

music notation and experience and background in music.

3. Proof Reader

4. Engraver-Photo

5. Music Editor or reporter - Writes news stories and features about music events and people in the community and visiting performers.

6. Literary Writer, Music - Plans and writes about music in such literary form as book, magazine article, usually for specific type of publication.

7. Critic - Writes critical reviews on merits of literary or artistic works for newspapers or periodicals. Reads books, attends musical performances and forms critical opinions of them based on knowledge, judgment, and experience.

8. Librettist - Composes text for opera, musical play, or extended choral work, fitting words to music composed by another. Adapts text to accommodate musical requirements of composer and singer.

9. Unions - Officers and staffs - Professional Musicians

   (a) A.F. of M.------American Federation of Musicians

   (b) A.F.T.R.A.----American Federation of Television and Radio Artists

   (c) A.S.C.A.P.----American Society of Composers, Authors and Publishers

   (d) B.M.I.---------Broadcast Music, Incorporated

   (e) N.A.R.A.S.----National Academy of Recording Arts and Sciences

   (f) American Guild of Authors and Composers

10. Manager - Manages administrative details of personnel in professional and semi-professional orchestras, operatic organizations and similar perfomance groups.

11. Booking Agent - Books theatrical troups, performers, motion pictures, or other popular attractions for entertainment in establishments he represents, such as nightclubs, theaters, dance halls, auditoriums. Plans schedule of attractions for season, considering such factors as entertainment policy, budget, and tastes of patrons of establishment.

12. Business Agent - Manages affairs of entertainers and negotiates with booking agent or producers to arrange for engagements; negotiates with officials of unions, motion picture or television studios, theatrical productions, or entertainment house for contracts and financial return to be received for engagements.

13. Promoter

14. Copyright Manager and Staff

15. Music Advertising Staff - Those who are involved in creating verbal or right copy in advertising instruments, concerts, operas, or ideas about music.

16. Officers, Executive Secretaries and Staffs of all the various instrumental and vocal groups. Example: M.E.N.C.--Music Educators National Conference

17. Musical Instrument Manufacturing Representatives

18. Musical Equipment Manufacturing Representatives

19. Music Store Manager and Staff

20. Uniform Manufacturer

21. Uniform Designer

22. Stage Hands - Movers of all equipment within an auditorium. Strict Union.

23. Ushers

24. Lighting Engineers - Responsible for all lighting in auditorium. Works closely with musical director of any given show.

25. Tuner-Technician

    (a) Piano Technician -- Repairs and tunes pianos, adjusts and regulates piano action, voices piano hammers; may restring pianos.

    (b) Electric Keyboard Inspector and Repairman -- Inspects and repairs electric organs and/or pianos.

    (c) Pipe Organ Tuner and Repairman -- Tunes, services and voices pipe organs.

    (d) Musical Instrument Repairman -- Repairs, tunes, and adjusts percussion, stringed, brass, and woodwind instruments.

    (e) Piano Movers

26. Auditorium Architect

27. Accoustical Engineer

28. Music Publicity Director

29. Music Librarian

(a) Music Librarian, General -- Classifies and files musical recordings, books about music, and scores in college or public libraries.

(b) Music Librarian, Band or Orchestra -- Classifies and files musical recordings, original arrangements, and scores for individual instruments of band or orchestra. Issues required music to conductor, musicians, and other personnel.

30. Salesman

(a) Salesman, Musical Instruments and Accessories -- Sells musical instruments, accessories, and supplies. May demonstrate instruments.

(b) Salesman, Pianos and Organs -- Sells pianos or organs. Demonstrates tonal qualities of piano or combinations of tones on organ by playing instrument.

(c) Salesman, Sheet Music -- Sells sheet music and music books in various categories, such as classical, popular, or sacred, for instrumental and vocal groups or soloists.

(d) Salesman, Recordings -- Sells recordings of all categories.

31. Record Store Manager

32. Music Rental House Manager and Staff

33. Set Designers

34. Tutors

35. Accompanists - Those individuals proficient enough on piano and organ to accompany a vocal or instrumental soloist or group.

36. Supervisor, Consultant - Coordinates music education program in the school system and supervises teaching staff engaged in instructing classes in vocal or instrumental music; consults with teaching and administrative staff to plan and develop music education curriculum and evaluation.

37. Manufacturer - Engaged in some aspect of manufacturing various instruments or parts of instruments.

38. Public Speakers

39. French Farmers - Those engaged in providing the magnificent materials vital for oboe reeds.

40. Music Authors, Fiction, Non-Fiction, Text Books

41. Music Reviewer

42. Music Therapist - Plans, organizes, and directs medically prescribed musical activities as part of care and treatment of patients; collaborates with other members of rehabilitation team in planning musical activities in accordance with patients' needs, capabilities.

BIBLIOGRAPHY

The following are books, pamphlets and brochures that you may be interested in acquiring to begin your own exposure.

Title:	"Opportunities in Music Careers"	(Good place to start)
Author:	Sigmund Spaeth	
Price:	$1.95	
Publisher:	Vocational Guidance Manual Library of Congress Catalog Card #66-20046	

Title:	"So You Want To Be In Music"	(Good "NOW" Reading)
Author:	Jesse Burt - Bob Ferguson	
Price:	$1.95	
Publisher:	Abingdon Press, Nashville, Tennesse and New York, N.Y.	

Title:	"Scoring for Films"	(Excellent, exciting, Technical Text with records)
Author:	Earle Hagen	
Price:	Approximately $25.00	
Publisher:	Criterion Music Corporation 150 S. 55th Street, New York, 19, N.Y.	

Title:	"Vocational Biographies"	(Ask for specific items)
	Sauk Centre, Minnesota 56378	

Title:	"They're Playing Our Song"	(Song writers and librettists, how they did what they did. Excellent reading.)
Author:	Max Wilk	
Publisher:	Kingsport Press, Inc., Tennessee	

Title:	"The Irish Peacock"	(Story of Talent Agent)
Author:	Billy Grader	
Publisher:	Arlington House, New Rochelle, N.Y.	

Title:	"The Swing Era" and "This Fabulous Century"	(Books and tapes historical in nature. Great to have)
Publisher;	Time/Life Book and Tape Series	

Title:	"The Big Bands"	(Historical)
Author:	George T. Simon	
Publisher:	MacMillan	

Title:	"The Art of Music Copying	(First of it's kind)
Author:	Clinton Roemer	
Publisher:	Roerick Music Company, 4046 Davana Road Sherman Oaks, California 91403	

Title:	"The Music/Record Career Handbook"	(New!)

Title: "Music is Your Business" (Pamphlet)

Price: Free

Publisher: American Federation of Musicians, United States and Canada
641 Lexington Avenue, New York, N.Y. 10022

Title: "Music! Live and Free" (Pamphlet)

Price: Free

Publisher: Music Performance Trust Funds
1501 Broadway, New York, N.Y. 10036

Title: "International Musician" (Periodic newspaper - current happenings with music and musicians A.F. of M.)

Price: $5.00 per year (non-member)

Publisher: American Federation of Musicians
220 Mt. Pleasant Avenue, Neward, N.J. 07104

Title: "Careers in Radio" and "Careers in Television" (Brochures)

Publisher: National Association of Broadcasters
1771 N. Street, N.W., Washington D.C. 20036

Title: "Careers In Music" (Brochure)

Publisher: M.E.N.C. - Charles L. Gary
1201 16th Street N.W., Washington D.C. 20036

Publications of ASCAP, BMI, Sesac and brochures from major publishers

and recorders may be obtained by writing to:

American Music Conference
332 South Michigan Avenue
Chicago, Illinois

VIDEO TAPE TEXTS

There are four video tape presentations that were made in Beaverton at Cedar Park Intermediate School.

#1 Features Vic Ives and Jim Hollister from radio station KEX who made a presentation to our students on Music and Radio.

#2 Features Mr. Bob O'Donnell from television station KOIN-TV who made a presentation to our students on TV and how he put together his show "Wednesday's World" with Puppets, Music, Lyrics, etc.

#3 Features Mr. C. J. Anderson, Vice President of the Musicians Union Local #99, explaining the role of the professional musician and his union obligations and protections of his rights.

#4 Features Leonard Slatkin, well known Conductor and guest Conductor with Oregon Symphony who told of his life from age four to the present and how he worked and changed his mind before becoming a conductor.

These will be available from me upon request. There may be a slight charge.

MUSIC AND MUSIC-RELATED OCCUPATIONS
as Titled in the
DICTIONARY OF OCCUPATIONAL TITLES

DOT	USOE	Description
MEDICINE AND HEALTH:		
079.128014		Music Therapist
SECONDARY SCHOOL:		
091.168010		Music Supervisor
MUSEUM, LIBRARY, AND ARCHIVAL SCIENCE:		
100.388022		Music Librarian
100.388026		Music Librarian International Broadcast
109.388		Record-Program Selector
WRITING:		
130.088014		Literary Writer
132.088014		Critic
139.088026		Librettist
DESIGNERS:		
142.081094		Musical-Instrument-Case-Designer
MUSIC:		
152.028010		Teacher Music
152.048010		Choir Master
152.048014		Concert Singer
152.048018		Director Music
152.048022		Director, Music, International Broadcast
152.048026		Musical Entertainer
152.048030		Musician Instrumental
152.048034		Orchestra Leader
152.048038		Popular Singer
152.088010		Arranger
152.088014		Composer
152.088018		Orchestrator
152.168010		Musical Program Director
152.288010		Copyist
152.368010		Prompter
152.588010		Music Copyist
MISCELLANEOUS PROFESSIONS, TECHNICAL AND MANAGERIAL:		
191.118010		Booking Agent
191.118014		Business Agent
194.282014		Sound Mixer
194.782014		Recording Machine Operator
SALESMEN AND SALESPERSONS:		
287.358010		Salesman Musical Instruments and Accessories
287.358014		Salesman Piano and Organ
287.358018		Salesperson Musical Instruments and Accessories

287.358022 Salesperson Sheet Music

FABRICATION AND REPAIR OF PRODUCTS MADE FROM ASSORTED MATERIALS:

730.281010 Accordion Maker

730.281014 Accordion Repairman

730.281018 Electric-Organ Inspector and Repairman

730.281022 Fretted-Instrument Maker Hand

730.281026 Fretted-Instrument Repairman

730.281030 Harpmaker

730.281034 Harpsichord Maker

730.281038 Musical-Instrument Repairman

730.281042 Musical-Instrument Repairman Apprentice

730.281046 Piano Technician

730.281050 Pipe-Organ Builder

730.281054 Violin Maker Hand

730.281058 Violin Repairman

730.281062 Wind-Instrument Repairman

730.381010 Accordion Tuner

730.381014 Bell Maker

730.381018 Brass-Wind-Instrument Maker

730.381022 Electric-Organ Assembler and Checker

730.381026 Hand Carver

730.381030 Harp Regulator

730.381034 Harp Action Assembler

730.381038 Metal-Reed Tuner

730.381042 Organ-Pipe Voicer

730.381046 Percussion-Instrument Repairman

730.381050 Piano Tuner

730.381054 Pipe-Organ Installer

730.381058 Pipe-Organ Tuner and Repairman

730.381062 Tuner Percussion

730.387010 Final Inspector

730.684010 Action Inspector

730.684014 Chip Tuner

730.684018 Fretted-Instrument Inspector

730.684022 Inspector Woodwind Instruments

730.684026 Tester

730.781010 Bellyman

730.781014 Mouthpiece Maker

730.781018 Piano-Action Regulator

730.781022	Piston Maker
730.781026	Trombone Slide Assembler
730.884010	Action Finisher
730.884014	Assembler Piano
730.884016	Bell Neck Hammerer
730.884018	Bow Rehairer
730.884022	Console Assembler
730.884024	Final Assembler, Brass-Wind Instruments
730.884026	Key Repairman
730.884030	Keyboard-Action Assembler
730.884034	Knobber
730.884038	Manual Winder
730.884042	Mounter Brass-Wind Instruments
730.884046	Mounter Keyed Instruments
730.884050	Musical-String Maker
730.884054	Piano Stringer
730.884058	Preassembler and Inspector
730.884062	Racker Octave Board
730.884066	Rim Bender
730.884070	Sander-and Buffer
730.884074	Seam Hammerer
730.884078	Sheet-Metal Cut-Out Man
730.884082	Sliding-Joint Maker
730.884086	Socket Puller
730.884090	Stopboard Assembler
730.884094	Stringed-Instrument Assembler
730.884098	Tone Cabinet Assembler
730.884102	Tone Regulator
730.884106	Valve Maker
730.887010	Cutter Woodwind Reeds
730.887014	Head Tucker
735.884014	Music-Box Assembler

GRAPHIC ART WORK:

970.381034	Music Grapher
979.381026	Music Engraver